Ministry of Education
Libyan Open University



وزارة التعليم
جامعة ليبيا المفتوحة

English Department Curricula

FIRST SEMESTER

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS
ENG 112	GRAMMER (1)	2	4
ENG 113	COMPREHENSION (1)	2	4
ENG 114	COMPOSITION (1)	2	4
ENG115	CONVERSATION (1)	2	2
ARB102	ARBIC LANGUAGE (1)	2	2
IC101	ISLAMIC CULTURE	2	2
SAL 103	SELF ACCESS LEARNING	2	4

1. **ENG112 GRAMMAR (1) No. of credits 2**
This course aims to introduce grammar to students of the first semester and to enable them to have the needed knowledge about some basic rules of English grammar.

COURSE CONTENTS:

1-Word class: nouns, verbs, adjectives, determiners, adverbs....etc.
2-Sentence structure: subject-verb-object.
3-Functions of NOUNS: Direct and Indirect object, Noun Derivation, Countable and Uncountable nouns, Agreement with verbs, Singular or plural, Pair nouns and group nouns, Two nouns together, Possessives, Nouns from adjectives, Gender.
4-Pronouns: Personal pronouns, Possessive pronouns and adjectives, Reflexive pronouns, Emphatic pronouns, Pronouns: one\ones, Everyone, something, no one...etc., Demonstrative pronouns, There and it, Pronouns of general statements Pronouns with ever, Agreement with indefinite pronouns.

References:

Estood, John. Oxford Practice Grammar Intermediate. Oxford 2009.
Norman, C. Stageberg. An Introductory Grammar of English. Longman 1973.
Morhy, Raymond. English grammar in use. Cambridge University Press 2007.

2. ENG 113 COMPREHENSION (1) No. of credits 2

Language learners in this initial course will be able to understand some of the basic reading techniques that will be developed in the following courses .

1-To understand short passages of English, especially narrative and descriptive spoken language.

2- To answer questions that require short or extend answers .

3- To ask questions to elicit short or extended answers .

4- To use orally a reasonable number of elementary sentence patterns

5- To develop the ability to reproduce the substance of a short passage after reading it several times.

COURSE CONTENTS:

1. Distinguish between surface or literal meaning.
2. Give critical feedback of the given texts.
3. Deal with more elaborate meanings and to infer answers to given questions.
4. Develop even more advanced level of speaking literacy depending on the given texts.
5. Use acquired knowledge in developing language productivity.

Reference:

Howard, lori. Read and reflect, Introductory Level. Oxford 2005. (UNITS 1– 4)

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3. ENG 114 COMPOSITION. No. of Credits 2

Students will build up the needed competence for all the major elements needed for formal and informal writing.

COURSE CONTENTS:

1-Organization (from words to sentences to paragraphs and what does a paragraph look like)?

2-Sentence structure and mechanics (what is a sentence and what does a sentence look like)?

3-Grammar and vocabulary (verbs and nouns)

4-The writing process

5-What should your writing look like

6-Basic grammar forms and sentence patterns

7-Punctuations

8-Writing process and feed back

9-Topic sentences

10-What makes a complete sentence

11-The writing process

12-Further activities

13-Time order

14-Simple sentence patterns (adverbs of frequency)

15-Common verbs, using prepositions to show time
16-Further activities

References:

Butler, Linda. Fundamentals of Academic Writing, Level 1. Longma 2007.
Dorothy E. Zematch. Sentence writing. Macmillan, 2009.

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4. ENG 115 CONVERSATION (1).No. of Credits 2

This basic conversation course will make the students able to deliver basic speeches throughout some previously prepared contexts. The course also contains audio materials to enable the students to develop their receptive skills as well.

COURSE CONTENTS:

1- Self-introduction: *Asking for names, Asking for occupation, Asking for more information, Asking for addresses, Telephone and e-mail.*
2- Tell me about your family: *Describing your family, Marital status and children, Talking about age, Asking about age, Asking for description, Describing clothing.*
3-Do you know where is it? *Asking where things are (formal \ informal), What does it look like?, Describing things (1), Describing things (2), Describing uses.*
4-Days and dates: *Starting and finishing times, Opening and closing times, Describing locations, Giving directions.*

References:

Jack C. Rechards, David Bycina Person to person, Starter. Oxford 2005.

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5. ARB 102 Arabic language (1) No. of credits 2

COURSE CONTENTS (المفردات)

1. مباحث نحوية : أقسام الكلمة في اللغة العربية , الاسم وعلاماته , الفعل وعلاماته , الحرف , الاعراب والبناء , المعرب والمبني من الاسماء والأفعال , اعراب الاسماء الستة , اعراب المثنى وما ألحق به , اعراب جمع المذكر السالم وما ألحق به وإعراب جمع المؤنث السالم , الممنوع من الصرف , النكرة والمعرفة , أنواع المعارف.
النواسخ (كان وأخواتها , ان وأخواتها) وأحكامها , الافعال اللتي تنصب المبتدأ والخبر الفاعل وأحكامه النائب عن الفاعل وأحكامه , المفعول لأجله . المفعول المطلق و أنواعه , الحال وأقسامه .

2.**مباحث صرفية:** مصدر المرة , المصدر الميمي , المصدر الصناعي , المشتقات (اسم الفاعل , اسم المفعول , الصفة المشبهة , صيغ المبالغة) إسناد الافعال ألى الضمائر .

3.**مباحث إملائية :** مواضع همزة القطع و كيفية رسمها , مواضع همزة الوصل وكيفية رسمها , ما يحذف من الحروف بعض الكلمات العربية , وما يزيد فالحروف في بعض الكلمات العربية .

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6. IC 101 ISLAMIC CULTURE .NO. Of Credits (2). No. Of Hours (2)

الهدف : تهدف دراسة هذه المادة على ان يكون الطالب على إلمام كامل بمفهوم الثقافة بصورة عامه , والثقافة الاسلامية بصورة خاصة , والفرق بين الثقافات مع سمو الثقافة الاسلامية .
المفردات : مفهوم الثقافة والثقافة الاسلامية , مصادر الثقافة الاسلامية , الاجتهاد , شروطه , حكمه ومواضيع اختلاف المجتهدين الحاجة الى الاجتهاد في هذا الوقت طرقة , المصادر غير المباشره للثقافة الاسلامية , خصائصها علاقاتها بالثقافات الاخرى , علاقاتها بالثقافات المعاصرة , حيوية الفقه الاسلامي , طبيعة الشريعة الاسلامية , المصادر النصية المصادر الشرعية المصادر الاجتهادية شهادة المنصفين من اهل الاختصاص النظام الاجتماعي ف الاسلام , الاسرة , معناها , اهميتها , مظاهر الترابط الاسري والعلاقات الزوجية علاقات دوي الارحام , مكان المرأة في الاسلام , موقف الثقافات الاخرى في المرأة التفاضل بين الرجل والمرأة , النظام السياسي , حقوق الانسان , حق الامن , التنقل والتعليم وحرية الرأي ,اصول النظام السياسي في الاسلام , العدل المساواة الشورى السيادة لله والسلطة للأمة , العلاقات بين الدول الاسلامية غيرها الدول , علاقة المسلمين معا غيرهم من الامم , الجهاد , المعاهدات , تعريفها مشروعيتها شروطها شروطها انواعها نقضها السفارات في الاسلام حصانة السفراء , النظام الاقتصادي , الملكية تعريفها , طبيعتها , انواعها , توزيع الثورة , التنمية الاقتصادية , مفهومها اهدافها وسائلها من ابرز اعلامنها ابن خلدون , الغزالي , القابسي , ابن جماعة , ابن سينا .

أهم المراجع :-

الثقافة الاسلامية : عزمي وخرون
الثقافة الاسلامية : عبدالله النقراط
دراسات في الثقافة الاسلامية : مصطفى عبدالغني شيبة
مباحث عامة عن الثقافة والفكر الاسلامي : محمد عز الدين الغرياني

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7. SALL 103 SELF ACCESS LANGUGE LEARNING . NO OF CREDITS (2)

An orientation to self-access learning by using computer based learning and the usage and efficiency of social net working in learning . in addition to the supporting programs that enable learners to develop their language skills individually in a way allows them to overcome some inefficiencies in learning the language due to attitude or classroom differences and standards of learning .

SECOND SEMESTER

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG122	GRAMMER (2)	2	4	GRAMMER (1)
ENG123	COMPREHENSION (2)	2	4	COMPREHENSION (1)
ENG124	COMPOSITION (2)	2	4	COMPOSITION (1)
ENG125	CONVERSATION (2)	2	2	CONVERSATION (1)
ARB112	ARABIC LANGUAGE (2)	2	2	ARABIC LANGUAGE (1)
CS113	COMPUTER SCIENCE (1)	2	2	/

1. **ENG122 GRAMMER (2) NO. OF CREDITS(2) NO. OF HOURS (4) PREREQUISITE GRAMMER (1)**
   This is the second course in the grammar series that English language learners should acquire in order to enable them to use the language more properly and to enable them using the language not only in grammar classes but also to expand their correct usage covering all other required materials and tasks .

COURSE CONTENTS:

1. **TENSES :**The present continues tense**,** The present simple tense**,** The past simple**,** The past continues**,** The present perfect, Present perfect and past simple**,** Present perfect continues**,** Future tense.
2. Active & passive voice
3. Making questions
4. Model verbs
5. Adding inflectional endings
6. Verb derivation
7. Finite and non-finite phrases
8. Tense aspect and mood

References:

Eastwood, John, Oxford Practice Grammar : Intermediate . Oxford University Press, 2009
Randolph Quirk & Sidney Greenbaum, A University grammar of English . Longman, 1973

2. **ENG123 COMPREHENSION (2) NO. OF Credits (2). No. of Hours (4) Prerequisite, Comprehension (1)**
   This the second course in developing the comprehension ability to enable the language learners deal with more elaborate reading techniques that guarantee some extra techniques in dealing with longer texts and with more elaborate reading techniques that guarantee some extra techniques in dealing with longer texts and with more advanced and challenging vocabulary . in the previous level, the students were helped to find important points but in this part the learners should do all the tasks themselves .

COURSE CONTENTS:

1. To make deductions, draw inference, be aware of implications and interpret information.
2. To distinguish between surface or literal meanings.
3. To use the acquired knowledge in developing language productivity.
4. To give a critical feedback of the given texts.
5. To deal with more elaborate meanings and to infer answers to give questions.
6. To develop even more advanced level of speaking literacy depending on the given texts

References:

Howard, lori. Read and reflect, Introductory Level. Oxford 2005. (UNITS 5 – 8)

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3. **ENG124 COMPOOSITION (2). NO. OF CREDITS (2). NO. OF HOURS (4). PREREQUISITE COMPOOSITION (1)**
   This course aims to enable the students to acknowledge further rules with basics of writing with, of course, with some practicing of the language. Also, during the course the students will build up on what they have already acquired in the previous course to produce the needed competence for all the major elements needed for formal and informal writing. As a productive skill, writing needs high dedication from the learners to enable them handle writing with some ease. Therefore, it is very important to practice writing throughout their studies and this is exactly what the second level of writing course aims it.

COURSE CONTENTS:

1- Topic and supporting sentences I. 2- Simple sentence patterns II. 3- Topic sentences and supporting sentences II. 4- Organization of ideas. 5- Concluding sentences. 6- Sentence structure and mechanics: *compound sentences, using comas.* 7- Sentence fragments.

References:

Linda Butler, Fundamentals of Academic Writing (level 1). Longman, 2007.

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4. **ENG125. CONVERSATION(2) NO.OF CRIDETS (2) NO. OF HOURS (2) PREREQUISITE-CONVERSATION (1)**
   This course aims to establish some productivity competence concerning oral discourse. This second basic conversation course will make the students able to deliver basic speeches throughout some previously prepared contexts. Also, the course will focus on developing communicatively the students fluency and accuracy in addition to highlighting the needed vocabulary, grammar and pronunciation. Finally ,the program also contains audio materials to enable the students to develop their receptive skills as well.

COURSE CONTENTS:

1. Could you help me ? Getting and giving help, Getting information, Asking prices.
2. Comparing things (1), Comparing things (2), Returning things.
3. What would you like ?, Discussing menu, Ordering, Adding extra information to your order.
4. Would you care for any dissert ?, Describing food, Offering additional food or drink ,Offering other suggestion
5. Could I borrow that ?, Making small requests, Making larger requests ,Asking for favors
6. Could you change my room ?, Complaining politely, Requesting action or change, Accepting an apology
7. Where are you from ?, giving and getting personal information (1), giving and getting personal information (2), being specific.
8. How long do you do that?, discussing length of time, asking (what next?), discussing changes
9. Have you ever been to Japan?, Asking about past experience, asking for description or opinion, Asking for more details: Which city did you like better?

References:

Jack C. Rechards, David Bycina Person to person, (1). Oxford 2005.

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5. **ARB112 ARABIC LANGUAGE (2) NO. CREDITS (2) NO. HOURS (2) PREREQUISITE ARABIC LANGUAGE (1)**

COURSE CONTENTS:

مباحث نحوية :

المفعول فيه (الظرف), المفعول معه, أسلوب الاستثناء, التمييز (تميز الذات, تميز النسبة, تميز العدد, تميز (كم) الاستفهامية, تميز (كم) الخبرية) , أسلوب النداء, مجرورات الأسماء (المجرور بحرف الجر, المجرور بالإضافة) حروف الجر, معانيها, التوكيد, النعت, التوكيد اللفظي, التوكيد المعنوي, العطف, البدل, إعراب الفعل المضارع (رفعه,نصبه,جزمه) أسلوب الشرط .

مباحث صرفية :

الصحيح والمعتل من الأسماء (الصحيح , شبه الصحيح), (المقصور , الممدود, المنقوص) جمع التكسير جمع القلة و الكثيرة , التصغير .

مباحث إملائية :

علامات الترقيم, اللام الشمسية واللام القمرية, مواضع التواصل والفصل في رسم اللغة العربية .

مباحث معجمية :

أنواع المعاجم, طرائق ترتيب المواد اللغوية في المعاجم العربية, كيفية الكشف على معاني الكلمات في المعاجم العربية .

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6. CS113 COMPUTER SCIENCE (1) NO. OF CREDITS (2)

THIRD SEMESTER

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG212	GRAMMER (3)	2	4	GRAMMER (2)
ENG213	COMPREHENSION (3)	2	4	COMPREHENSION(2)
ENG214	COMPOSITION(3)	2	4	COMPOSITION(2)
ENG215	CONVERSATION (3)	2	2	CONVERSATION(2)
FLF204	FOREIGN LANGUAGE (1) FRENCH	2	2	/
CS223	COMPUTER SCIENCE (2)	2	2	COMPUTER SCIENCE(1)

1. **ENG212 grammar (3) No. Of Credits (2)**
   Prerequisite Grammar (2).
   This course is the third module in the grammar series that taught to undergraduates .and it highlights some of cardinal principles in acquiring English grammar like adjectives ,articles, determiners….act.

COURSE CONTENTS:

1- Articles
2- Determiners
3- Sequencing of determiners
4- Determiners :lots of, a lot of, a few, little, a little, many, much, all, half, most, any, some, no, none, every, each, whole, both, either, neither
5- Adjectives
6- Derivation of adjectives
7- Order of adjectives
8- The use of "THE" with adjectives
9- Adjective pairs
10- Comparison of adjectives

References:

Eastwood, John, Oxford Practice Grammar Intermediate. Oxford UP, 2009
Murphy Raymond, English Grammar in Use Intermediate. Cambridge UP, 2004

2. **ENG214 Composition (3) NO. Of Credits (2) No. Of Hours (4) prerequisite Composition (2)**
   This course aims to enable the students to acknowledge further rules with basics of writing to build up on what they have already acquired in the previous course to produce the required competence for all the major elements needed for formal and informal writing.

COURSE CONTENTS:

1. Organization – what is a paragraph?, Grammar and capitalization, Command sentences, Capitalization rules, Sentence structure(simple sentences-connecting words), Sentence combining, Writing activities
2. Listing-Order Paragraphs, Clustering, The three parts of a paragraph, Sentence structure (Compound Sentences), Writing Activities
3. Giving Instruction, Organization, Sentence structure, Capitalization and Punctuation ,Writing Activities

References:

Hougue, Ann, First Steps in Academic Writing Level 2. Pearson-Longman Press, 2008

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3. **ENG213 Comprehension (3) No. Of Credits (2) No. Of Hours (4) prerequisite Comprehension (2)**
   This course develops the comprehension ability to enable the language learners deal with more elaborate and extended reading texts that require some extra techniques in dealing with these longer texts and with more advanced and challenging vocabulary.

COURSE CONTENTS:

1. Identifying main and sub ideas
2. Analyzing and explaining an essay or a passage
3. Raising topics for discussion
4. Suggesting topics or titles for the passage
5. Vocabulary related activities-meaning of key words-synonyms and antonyms words formation
6. Multiple choice question
7. Phrasal verbs and their related meaning

References:

Howard, lori. Read and reflect, (1). Oxford 2005.

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4. ENG215 Conversation (3) No. Of Credits (2)
prerequisite Conversation (3)

This course aims to go further to enhance oral productivity competence concerning spoken discourse. It will enable the students to deliver some higher level of basic speeches. This course will also focus on the students' fluency and spontaneity in addition to highlighting the needed vocabulary, grammar and pronunciation.

COURSE CONTENTS:

1. Haven not we met before?
Conversational opening, Extending Conversations, Introducing friends, making small take 1, making small take 2

2. Where can get this cleaned?
Asking where services are located, describing building, asking for directions (In a store- in a mall)

3. Could I speak to you?
Asking for speaking to someone, offering to take a message, calling for information, asking for additional information, leaving message

4. What can we do?
Identifying a problem, making suggestion, asking for and giving advice, describing consequences

5. Have not you heard yet?
Asking about other people, Reacting to good and bad news, Asking for more details, Interrupting and getting back to the story

6. I feel terrible
Talking about symptoms, Giving, accepting & refuting advice, advising someone not to do something, Asking for advice, Giving instructions.

References:

Richards, Jack C., Bycina, David,. Wisniewska Ingrid,. Person to Person 2. Oxford UP., 2005

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5. FLF204 Foreign Language (1) French 1 No. Of Credits (2).

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6. CS223 Computer Science No. Of Credits (2).

FOURTH SEMESTER

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG222	GRAMMER (4)	2	4	GRAMMER (3)
ENG223	COMPREHENSION (4)	2	4	COMPREHENSION(3)
ENG224	COMPOSITION(4)	2	4	COMPOSITION(3)
ENG225	CONVERSATION (4)	2	2	CONVERSATION (3)
FLF214	FOREIGN LANGUAGE FRENCH (2)	2	2	FOREIGN LANGUAGE (1) FRENCH
ENG205	DICTIONARY USE	2	2	/

1. **ENG222 GRAMMAR (4) No. of Credits (2) No. of Hours (4)**
   Prerequisite (Grammar 3).
   This course highlights some of cardinal principles in acquiring English grammar, such as: Adverbs, Prepositions, Conjunctions……etc.

COURSE CONTENTS:

1. Adverbs
2. Differences between Adjectives and adverbs
3. Derivation of adverbs
4. Adverbs and word order
5. Phrasal verbs
6. Collocations like (verb +adverb +preposition)
7. Disjuncts and conjuncts
8. Prepositions
9. Prepositional verbs
10. Collocations (prepositions+ Nouns …etc)
11. Adjuncts

References:

Eastwood, John, Oxford Practice Grammar Intermediate. Oxford UP., 2006
Hewings, Martin, Advanced Grammar In Use. Cambridge Up., 2001
Murphy, Raymond, English, Grammar in Use Intermediate. Cambridge Up., 2004

2. **ENG223 COMPREHENTION (4) No. Of Credits (2) No. Of Hours (4)**
   Prerequisite (Comprehension 3).
   In this course students will learn how to deal with more elaborated and extended texts and with more advanced and challenged vocabulary.

COURSE CONTENTS:

1. Selecting Different Essays or Passages from different Books (Literary Scientific, Social,…etc)
2. Identifying Main Idea and response Sharing
3. Vocabulary Study (word meanings, Synonyms, Word formation)
4. Phrasal Verbs and their related meanings

References:

Howard, lori. Read and reflect, (2). Oxford 2005.
Greenall, Simon. Cambridge Skills for Fluency Reading 4. Cambridge UP, 1993
Markstein, L & Hiraswa, Developing Reading Skills. Heinle &Heinle Publishers,1994

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3. **ENG 224 COMPOSITION (4) No. of Credits (2) No. of Hours (4)**
   Prerequisite (Composition3)
   This course aims to enable the students to acknowledge further rules of writing with some practical practicing of the language.

COURSE CONTENTS:

1. Descriptive Paragraphs
2. Logical Division of Ideas
3. Process Paragraphs
4. Comparison/ Contrast paragraphs
5. Definition Paragraphs
6. Essay Organization
7. Opinion Essay

References:

Oshima, Alice., Hogue, Ann. Introduction to Academic Writing level 3. Pearson and Longman 2007.

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4. **ENG225 Conversation (4) No. of Credits (2)**
   Prerequisite (Conversation 3)
   This course aims to further enhance oral productivity competence concerning spoken discourse. Thus, students will focus more on speaking with correct grammar and better pronunciation.

COURSE CONTENTS:

1. What is this thing? – What else do I need
2. We'd like to book a hotel.
3. Getting information: How do I get there?, Asking who someone is. Asking what someone is like.
4. Discussing experiences. Telling story, Responding to someone's story.
5. Asking and giving opinions. Agreeing and disagreeing with opinions.

References:

Richards, jack, C. Bycina, David. Wisniewska, Ingrid, Person to person 2. Oxford UP,.2005

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5. **FLF214 FOREIGN LANGUAGE FRENCH (2) No. of Credits (2)**
   Prerequisite (French 1)

6. **ENG205 DICTIONARY USE No. of Credits (2)**
   The aim of this course is to develop students' basic reference skills and cover all the essential aspects of dictionary use.

COURSE CONTENTS:

Finding words in the dictionary, Spelling, Red words and black words, Concordances, pronunciation, stress, finding and exploring meanings, definitions, grammar information, phrasal verbs, derivative forms, synonyms and antonyms, varieties of English.

Sources:

Internet and handouts

FIFTH SEMESTER

All skill courses are prerequisites commencing 5th semester.

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS
ENG311	INTRODUCTION TO ENGLISH LITERATURE	2	2
ENG316	INTRODUCTION TO APPLIED LINGUISTICS	2	2
ENG317	INTRODUCTION TO THEORETICAL LINGUISTICS	2	2
ENG318	INTRODUCTION TO TRANSLATION	2	2
ENG313	VARIETIES OF ENGLISH LANGUAGE	2	2
ENG314	INTRODUCTION TO ACADEMIC WRITING	2	2
ENG319	PHONETICS	2	2
ENG312	GRAMMATICAL STRUCTURES	2	2
ENG315	ORAL PRACTICE	2	2

1. **ENG311 Introduction to English literature No. Of Credits (2) No. Of Hours (2)**
   The aim of this course is to acquaint the student with the well-known Genres of literature such as poetry, drama, short and long fiction This course is a prerequisite for all literature courses

COURSE CONTENTS:

1- Introduction: What is literature?, Literary and non-literary writing, Denotation and connotation, Major literary type (novel, drama, poetry).
2- Figurative language: Metaphor, Metonymy and synecdoche, personification.
3- Rhetorical devices: Ambiguity, Ellipsis, Hyperbole and understatement.
4- Historical survey of English literature from Anglo-Saxon period to modern time (Medieval, Elizabethan, Edwardian, Jacobean, Renaissance, Victorian, 20th century).

References:

Booth, A. Hunter, P. & Mays, K. 2005. The norton introduction to literature. W. W. Norton & Company.
Evans, Ifor, A Short History Of English Literature. Penguin Books, 1966
Fowler, Alstir, A history of English Literature: forms and kings form the Middle Ages to the Present. Black And Oxford, 1987.

2. **ENG316 Introduction to Applied Linguistics No. Of Credits (2) No. Of Hours (2)**
   This course explores the basics of the field of applied linguistics and then goes on to examine in more depth what applied linguistics actually do, and the types of research methods that are most frequently used in this field.

COURSE CONTENTS:

1. What is applied linguistics, and what do applied linguists do?
2. Why do it? What is the point of applied linguistics ?
3. How and why might students get involved in applied linguistics?
4. How to do it? What kind of activities are involved in doing applied linguistic research?

Teaching vocabulary
Teaching grammar in a foreign language

References:

Groom, Nicholas, Littlemore, Jeannette, Doing Applied Linguistics: A Guide for Students. Routledge, 2011

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3. **ENG317 Introduction to the Theoretical Linguistics No. Of Credits (2).**
4. This course aims to highlight the main features distinguishing the characteristics of linguistics. It sheds light on linguistics' approaches and introduces morphology, syntax and semantics.

COURSE CONTENTS:

1. Introduction to Theoretical Linguistics-definitions of linguistics and characteristics of language and types of language
2. Dimensions of linguistics and fields of linguistics
3. Linguistics, Approaches
   a) The Traditional Approach
   b) The Structural Approach
   c) The Cognitive Approach
4. Morphology
   a) Morphemes
   b) Free and Bound Morphemes
   c) Derivational VS Inflectional morphemes
   d) Morphs and Allomorphs
   e) Morphological Description
5. Introduction to Syntax
6. Introduction to Semantics

References:

Ellis, Rod, Understanding Second language Acquisition. Oxford UP, 2007.
Fromkin, Victoria, Rodman, Robert, An Introduction to Language. Wadsworh,2009.
Yule, George,The study of Language. Cambridge, 1996

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4. **ENG318 INTRODUCTION TO TRANSLATION No. Of Credits (2)**

   This course aims to introduce the students to the practice of translation; its history and concepts, shedding light on the earliest translators and their strategies and basic concepts and terminology of the field.

COURSE CONTENTS:

Main issues of translation issues, Studying translation product and process, Equivalence: Grammatical equivalence, Textual equivalence: thematic and information structures, Textual equivalence: cohesion, Pragmatic equivalence, Beyond equivalence: ethics and morality.

References:

Munday, Jeremy, Introducing Translation Studies: Theories and Applications. Second edition, Routledge, 2008.
Bake, M., In Other Words: A Course book on Translation. Routledge, 1992.

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5. **ENG313 VARALETIES OF ENGLISH LANGUAGE No. Of Credits (2).**

   This course aim to seek out generalities which determine the which English diverges in different locations. Also, why the varieties of English are varied globally. Thus, some global and colonial aspects will be uncovered and studied. Moreover, some of the methods that linguistics use to classify varieties of English, will be discussed according to the people who use them.

COURSE CONTENTS:

The rise of English to global proportions, Language variations , Classification of ,world Englishes **,**Speech and writing, Dialects, socialists and idiolects**,** Standard English and Received Pronunciation**,** Register**,** Newspapers**,** Advertisements**,** Literary texts**,** E-mail English, Essential terminology.

References:

Beaur, Laurie, An Introduction to International Varieties Of English. Edinburgh University Press, 2002
Cardiner,Alan, English Language. Pearson Education Limited, 2005.Mansour, M. S. Varieties of English: An Introductory Textbook For Advanced Learners And University Majors. N. A, 2008 .

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6. **ENG314 INTRODUCTION TO ACADEMIC WRITING No. Of Credits (2)**
The course aims to introduce the students to the fundamental elements of academic skills. Thus, it focuses more deeply and thoroughly on the characteristics of academic writing and its related techniques to enable learner to develop this productive skill.

COURSE CONTENTS:

What is academic writing?, Term papers, Dissertations, Report, Presentations, Reviews, Characteristics of good writing: Unity and task achievement, Clarity (coherence and cohesion), Grammatical structure and Accuracy, Lexical Resource (less common vocabulary and terminology), referencing, Heading and sub-headings, Analysis of some academic papers, Some practical practicing.

References:

Davis, Jason,. Liss, Rhonda, Effective Academic Writing. Oxford UP, 2012

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7. **ENG319 PHONETICS No. Of Credits (2) No. Of Hours (2)**
This course introduction students to the study of articulatory phonetics. This study presents the anatomy of the vocal tract and deals mainly with production, transcription and classification of segments. Thus, this course establishes the foundations of phonetics that are essential for the study of phonology.

COURSE CONTENTS:

What is phonetics: Articulatory phonetics, Acoustic Phonetics, Auditory Phonetics. The primacy of speech, Naturalness of speech, Organs of speech: Definitions of Organs of speech, Role of Organs of speech in the production of speech sounds, Diagrams (Roof of the mouth and tongue). Voicing, Nasality, Manner and place of articulation

References:

Kreidler, C.W., The Pronunciation Of English. United Kingdom Blackwell Publishing, 2004

Sethi, J. & Dhmija P.V., A Course in Phonetics and Spoken English. New Delhi: Prentice Hall of India, 2006

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8. **ENG321 GRAMMATICAL STUCTURES No. Of Credits (2) No. Of Hours (2)**
This course aims to enable the students analyze sentence structures. Also to make a distinction between word categories (noun, verbs, adverbs, adjectives,….. etc.) and phrases such as (noun phrase, verb phrase, adverb phrase adjective phrase).

COURSE CONTENTS:

Basic tools for analysis of sentence structure: Word Categories, Tree Diagrams, Phrase and phrase structure, Form and Function. Adverbs and adverb phrases, prepositional, phrases and adjectival phrases. The verb phrase, Intransitive Verbs, Transitive Verbs, Intensive Verbs, Complex transitive Verbs, Imperatives.

References:

Thomas, Linda, Beginning Syntax. 2nd Edition. Malden, USA: Blackwell Publishing, 2003

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9. ENG315 ORAL PRACTICE No. Of Credits (2) No Of Hours (2)

This course aims to elaborate even further the productivity of the English language student in speaking. This can be fulfilled by expanding the basic standards of the previous speaking courses to more detailed and sophisticated topics. this can be achieved by giving the student some topics that deal views analyzing and giving opinions and discussing some more advanced global issues.

COURSE CONTENTS:

Global warming and ecology- related topics, City life and the environment, Tourism, Education, Law and crime, Food and health, Art, Polities, Media, Global problems and solutions.

Sources

The Internet

SIXTH SEMESTER

COMPULSORY COURSES

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG334	Research Methodology	4	4	/
ENG324	Academic Writing	4	4	Intro To Academic Writing

ELECTIVE COURSES

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG323	Language Teaching Methodology	2	2	Intro to Applied
ENG305	Lexicography	2	2	/
ENG328	Theories Of Translation	2	2	Intro to Trans.
ENG321	Fiction	2	2	Intro to Lit.
ENG331	Poetry	2	2	Intro to Lit.
ENG341	Drama	2	2	Intro to Lit.
ENG304	Visual Aids In Language	2	2	/
ENG306	Business Correspondence	2	2	/

1. **ENG 334 RESEARSH METHODOLOGY.NO. Of Credits(4) NO. OF Hours(4).** The aim of this course is to teach the students the basic steps of writing an academic research. This course will include: techniques of writing research papers, selecting sources of information, choosing subject, reviewing the literature, data analysis and conclusion.

COURSE CONTENTS:

Meaning of Research, Objectives of Research, Motivation in Research, Typed of Research, Research Approaches, Significance of Research, Research Methods vs. Methodology, Research and Method, Research Processes

References:

Kothari, C.R., Research Methodology & Techniques. New Age International (P) LTD,. 2006

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2. **ENG324 ACADEMIC WRITING No. OF Credits (4) No. Of Hours (4) Prerequisite Introduction to Writing**
   This course will help student develop the practical skills they need to tackle extended essays and projects as well as encouraging the development of an independent approach to studying**.**

COURSE CONTENTS:

Introduction to extend research and writing, Using evidence to support idea, Sourcing information for projects , Developing projects, Developing a focus, Introductions, conclusions and definitions, Incorporating data and illustrations, Preparing for conference presentations.

References:

MeComack, Joan. Slaght, John,. ***Extending Writing & Research Skills.*** *University of Reading, 2012*

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3. **ENG 323LANGUAGE TEACHING METHODOLOGY .NO OF Credits(2) NO of Hours (2) Prerequisite Introduction to Applied Linguistics**
   This course gives an introduction to one of the cardinal issues in language learning which is language methodology. Also, some of major approaches and methods used in second and foreign language teaching will be undertaken.

COURSE CONTENTS:

Grammar Translation, The Direct Method, Situational language Teaching, Audiolingalisim, Communicative Language Teaching, The Silent Way, Community language learning, Total Physical Response, The Natural Approach, Suggestipedia

References:

Richards Jack, C. Rodgers, Theodor S. Approaches and Methods In Language Teaching. Cambridge UP, 1994.

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4. **ENG305 LEXICOGRAPHY NO. OF Credits(2)No .OF Hours(2)**
   This course is an accessible introduction to lexicography - the study of dictionaries. Lexicography provides a detailed review of the history, types and content of these essential references. This course analyzes a wide range of dictionaries from those for native speakers to thematic dictionaries and those on CD-ROM, to reveal the ways in which dictionaries fulfill their dual function of describing the vocabulary of English and providing a useful and accessible reference resource.

COURSE CONTENTS:

Words, Facts about words, The dictionary, The beginnings, The New English Dictionary, Meaning in Dictionaries, Etymology, Abandoning the alphabet, Compiling dictionaries.

References:

Jackson, Howard, Lexicography: An Introduction. Routledge, 2002

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5. **ENG328 THEORIES OF TRANSLATION No. of Credits(2)**
Prerequisite INTRODUCTION TO TRANSLATION

The aim of this course is for students to be familiar with major translation theories and practice focusing on pre-1960s translation theories such as equivalence, techniques and shaft in addition to functional theories of translation. The contribution of figures such as Nadia, Evan-Zhar, Jakobson and Lefevere to the field of translation studies will also be discussed.

COURSE CONTENTS:

Translation theory before the twentieth century, Equivalence and equivalent effect, Studying translation product and process, Functional theories of translation, Discourse and register analysis approaches, Systems theories, Cultural and ideological turns, The role of the translator: visibility, ethics and sociology, Philosophical theories of translation

References:

Munday, Jeremy, Introducing Translation Studies: Theories and Applications. Second edition, Routledge, 2008.
Bassnett, S. and A. Lefevere (eds), Translation, History and Culture. London and New York Routledge, 1980
Baker, M. (ed), The Routledge Encyclopedia of Translation Studies. London and New York: Routledge, 1997

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6. **ENG321 FICTION NO .of Credits (2) .of Hours(2)**
Prerequisite (Introduction to Literature)

This course aims to familiarize student with some of the masterpieces of modern fiction (novels) and to make them observe the progression of this art. Students then can develop some artistic competence through studying some of master works of the 19th snd 20th century most innovating and inspiring writers. This process will eventually make the student read, analyze and comment on texts autonomously.

COURSE CONTENTS:

1. The evolution of fiction
2. Introduction to 19th century fiction
3. Charles Dickens : A Tale of two Cities
4. Introduction to Modern Fiction
5. George Bernard Shaw: The Devil is Disciple

References:

Kettle, Arnold, An Introduction to The English Novel. 2 vols. New York, 1960
Stevick, Philip, The Theory of the Novel. The Free Press, New York, 1967
Allen, Walter, The English Novel: A Short Critical History. London 1954
Stevenson, Lionel, in Victorian Fiction :A Guide to Research. Cambridge Mass, 1964

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7. **ENG 331 POETRY No. of Credits (2)No .Of Hours (2)**
Prerequisite (Introduction to Literature)
The course will introduce student to poetry as one of the oldest and most prominent form of Literature. It will illustrate the previous of poetry with specimens from the 16th to the early 20th century through different poets.

COURSE CONTENTS:

What is poetry? What makes a poem? Elements of poetry: speaker's voice, diction and syntax, imaginary, figures of speech, rhyme, rhythm and metre, structure of form. Kinds of poetry: The epic, the ballad, lyric poetry, the ode, the sonnet, eve elegy, the dramatic monologue.

References:

Wainwright, Jeffrey, Poetry: The Basics. London Routledge. 2004
Furniss, Tom and Michael Bath. Reading Poetry: An Introduction London; Pearson 1988
Scholes, Robert, Elements of Poetry: New York Oxford U.P., 1969
Nowottny, Einifred. The Language Poets Use, London: The Athlone Press, 1962 .
Fenton, James, An Introduction to English Poetry, London and New York: Penguin, 2003
Bateson, F. W. English Poetry: A Critical Introduction. London: Longman, 1966

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8. **ENG 341 Drama No. of Credits (2)**
Prerequisite (Introduction to Literature)
This course is meant to acquaint students with the evolution of drama as a form of art. It focuses on the various forms of drama and dramatic conventions with reference to Elizabeth 18th and 20th centuries.

References:

Dean Leonard, 1964 Elizabethan Drama. Englewood: Prentice Hall, 1964

Lawrence, Robert, Restoration Plays. London J. M. Dent and Sons,1989

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9. ENG 304 VISUAL AIDS IN LANGUAGE TEACHING AND LEARNING NO. of Credits(2) NO. Hours(2)

This course aims to highlight usefulness of audio-visual aids in EFL (English as a Foreign Language) classroom at undergraduate level. Many issues and implications presented in this course are useful English language educators, administrators, curriculum designers.

COURSE CONTENTS:

Impact of technical and non-technical aids in EFL classroom,Targeting learning goals and fulfilling them, How to help the teacher ?, How to use audio-visual aids?, Visual aids and feed back, Developing visual aids for all learners, Some of the latest technologies in visual aids (Interactive and touch boards)

References:

Alley, L. R., & Jansak, K. E. (2001). The ten keys to Quality assurance and assessment in online learnig. Journal of Interactive Instruction Development, 14(3), 3-18

Bude Su. (2009). Effective technology integration: old topic, new thoughts International Journal of Education and Development using Information and Communication Technology, 5,(2), 161-171

Capper, J. (2003). Complexities and challenges of integrating technology in the curriculum. Technologic, 60-63

Chan Nim Park & Jeong-Bea Son. (2009). Implementing Computer-Assisted Language Learning in the EFL classroom: teacher perceptions and perspectives. International Journal of of pedagogies and Learning, 5(2), 80-101. http://dx.doi.org/10.5172/ijpl.5.2.80

Dawes, L.(2001). What Stop Teacher using new technology. In M. Leask (ED.), Issues in teacher using ICT (pp. 61-79). London: Routledge

Dias, L.B. (1999). Integrating Technology. Learning and Leading with Technology, 27, (3), 10-21

Gilakjani, A. B. (2011). A study on the situation of pronunciation instruction in ESL/EFL classroom. Journal of Studies in Education, 1, (1), 1-15

Gorder, L. M. (2008). A study of teacher perceptions of instructional technology integration in the classroom. Delta Pi Epsilon Journal, 50 (2), 63-76

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10. ENG 306 BUSINESS CORESPONDENCE NO.OF Credits (2) No. Of. Hours(2)

This course introduces adult students to proper formats and approaches to use in basic office communication. It offers students an extensive contextualized practice. This course deals to office situation, thus, students are exposed to real language in real situations.

COURSE CONTENTS:

Writing a cover letter, Replaying to a job Application, Requesting a Service, Confirming, Services & Orders, Requesting & Providing Services, Claim letter, Adjustment letter, Reminder letter, Employee & Customer Relation letter.

References:

Lougheed, L. in. Business Correspondence A Guide to Everyday Writing. Longman 2nd edition, 2003

SEVEENTH SEMESTER

COMPULSORY COURSES

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG414	Advanced Academic Writing (1)	4	4	Academic Writing
ENG413	Language Teaching And Learning Resources	4	4	Language Teaching Methodology

ELECTIVE COURSES

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG411	Romantic Poetry	2	2	Poetry
ENG421	tragedy	2	2	Intro. To literature
ENG431	comedy	2	2	Intro. To literature
ENG423	First Language Acquisition	2	2	Intro. To Applied Linguistics
ENG419	English Syntax	2	2	Intro. To Phonetics
ENG429	Morphology	2	2	Intro To Phonetics
ENG418	Literary Translation	2	2	Intro To Translation
ENG428	Translation of Journalistic Texts	2	2	Intro. To Translation
ENG438	Translation of Political And Diplomatic Texts	2	2	Intro. To Translation
ENG433	Adult Teaching And Learning	2	2	Intro. To Applied Linguistics

1. **ENG 414 ADVANCED ACADEMIC WRITING 1 No. Of Credits (4)**
   Prerequisite Academic writing.
   This course is a thematic reading/writing course aimed at the most advanced learners. It prepares students for the rigors of college-level writing; by having them read long, challenging, authentic readings. The readings come from come from a variety of genres and are accompanied by exercise material, including tasks that enhance critical reading skills. Students can work through this section for their first writing assignment.

COURSE CONTENTS:

1. Main ideas and Supporting Details
2. Purpose and Audience

3. The Essentials of Writing
4. The structure of an essay
5. The writing process
6. Writing with sources
7. Figures of Speech
8. Summarizing and Paraphrasing
9. Tone

References:

Grander, peter S. New Directions. Cambridge UP., 2005

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2. ENG 413 LANGUAGE TEACHING AND LEARNING RESOURCES No. Of Credits (4) No. Of Hours (4)

Prerequisite Language teaching methodology.

In this course students will be familiarized with some of the teaching and learning resources that are used in classrooms to enable language learners to have some grasp of English. They also are going to deal with a variety of different resources that cover many of the essential needs that enable language learners of acquiring the language smoothly and efficiently.

COURSE CONTENTS:

1. Advanced learners
2. Beginners
3. Classroom Dynamics

References:

Maley, Alan, Advanced Learners. (Resource Books for Teachers. Oxford UP., 2009
Grundy, Peter, Beginners. Oxford UP., 2010
Headfield, Jill, Classroom Dynamics. Oxford UP., 2010

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3. ENG 433 ADULT TEACHING AND LEARNING No. Of Credits (2)

Prerequisite Introduction to applied linguistic.

This course is part of Applied Linguistic that investigates how interaction, together with input and corrective feedback, is involved in second language learning. It reviews a considerable amount of research carried out over the last two decades as well as very recent work.

COURSE CONTENTS:

1. Theoretical foundations and methodological approaches
2. Methodology in interaction research

3. Contextual and instructional factors and applications in interaction- driven L2 learning
4. Tasks and the provision of learning opportunities in interaction
5. Cognitive and learner differences influencing the interaction-learning relationships
6. Cognitive processes: the role of the working memory in interaction-driven learning
7. Understanding and extending interaction research
8. Driving interaction research forward, presents social, cognitive, and pedagogical directions for future interaction research

References:

Mackey, Alison, Review of Input, Interaction, and Corrective Feedback in L2 Learning. Oxford UP., 2010

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4. ENG 411 ROMANTIC POETRY No. Of Credits (2) No. Of Hours (2)

Prerequisite Poetry.

The course will cover a study of lyric poem which became the pre-eminent poetic genre during the romantic period. Poems such as Wordsworth, Keats, Shelly, Byron and Blake will be covered during this course in details. The course will also discuss the romantic theories about poetry and the role of imagination and nature in the poetic construction.

References:

Curran, Stuart,, Poetic Form and British Romanticism. Oxford, Oxford U. P.

Pirie, David, ed. The Romantic Period. Harmondsworth: Penguin, 1994.

Pricktett, Stephen, ed. The Romantics. London: Methuen, 1981.

Breen, Jennifer, ed. Women Romantic Poets. 1782-1833, London: J. M. Dent, 1992.

Jordan, Frank, The English Romantic Poets. Now York, 1972.

Abrahms, M. H. ed., English Romantic Poets: Modern Essays in Criticism. New York: Oxford U. P., 1960

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5. ENG 421 TRAGEDY No. Of Credits (2) No. Of Hours (2)

Prerequisite Introduction to literature

This course will cover tragedy plays from the Greek dramatist tragedy to the Shakespearian tragedies in the 16th century. This course will also study tragedy since war 1 by writers such as Eugen O'Neil, T. S. Eliot and Arthur Miller.

References:

Olson, Elder, Tragedy and the Theory and the Theory of Drama. 1966

Gibson, Rex, Shakespearean and Jacobean Tragedy. Cambridge. Cambridge U. P. 2001

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6. **ENG 431 COMEDY No. Of Credits (2) No. Of Hours (2)**
Prerequisite Introduction to literature
This course covers a study of the types of comedy such as, Romantic Comedy, The Comedy of Manners, Farce and Comedy of Humours. Representative plays of these different types of comedy will be studied in details.

References:

Olson, Elder, The Theory of Comedy. 1968

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7. **ENG423 First Language Acquisition No. Of Credits (2) No. Of. Hours (2) Prerequisite (Intro. To Applied Linguistics)**
In this course students will closely analyze exposition of how children acquire language that explores the receptive and productive abilities of children in all core areas of language-phonology, morphology, syntax and semantics. This course will also highlight the various ways in which research is discussed as well as the strengths and weaknesses of approaches, leading to new perspectives on key theoretical issues.

COURSE CONTENTS:

1. The history of child language studies
2. Stages of language acquisition
3. Explanation and language acquisition
4. The period of pre-linguistic development
5. The period of single-word utterances
6. The period of the first word combination
7. The period of simple sentences phonological and semantic acquisition
8. The period of simple sentences acquisition of grammatical morphemes

References:

Ingram, David, First Language Acquisition: Method, Description and Explanation. Cambridge University Press 1999.

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8. **ENG429 MORPHOLOGY No. Of Credits (2) No. Of Hours (2)**
Prerequisite Intro. To phonetics
The course aims to provide a sound basis for further linguistic study. Topics include: words, sentences and dictionaries, word and its parts, word and its relatives (derivations), compound words, word structure productivity and the historical sources of English word formation.

COURSE CONTENTS:

1. Words, Sentences and dictionaries
2. A word and its parts: roots, affixes and their shapers
3. A word and its inflections
4. A word and its relatives: derivation
5. Compound words, blends and phrasal words
6. A word and its structure
7. Productivity
8. The historical sources of English word formation

References:

McCarthy Carstairs, Andrew, An Introduction to English Morphology. Edinburgh University Press, 2002
Spencer, Ed-Andrew. Zwicky, M, Arnold, The Hand book of Morphology. Blackwell Reference Online, 2001.

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9. ENG 419 ENGLISH SYNTAX

This course aims to explore the structure of English with a concise and accessible introduction to the current syntactic theory, drawing on the key concepts of Chomskey's Minimalist program.

COURSE CONTENTS:

1. Heads and modifiers
2. Constituent structure
3. Constructions
4. Word classes
5. The lexicon
6. Clauses I
7. Clauses II
8. Grammatical functions
9. Syntactic linkage
10. Heads and modifiers
11. Grammar and meaning
12. Grammar and semantics: case, gender, mood
13. Grammar and semantics: aspect, tense, voice

References:

Miller, Jim, An Introduction to Syntax. Edinburgh University Press, 2002

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10. ENG 418 LITERARY TRANSLATION No. Of Credits (2) No. Of Hours (2) Prerequisite Introduction to translation/ Theories of translation

The main objective of this course is to familiarize students with translation of the different genres of literature, such as short story, novel, poetry and drama. The course also focuses on the translation of selected concepts from the works of well known Anglo-Saxon and Arabic authors in both directions with special attention to culture-specific problems.

References:

Landers, C., Literary Translation: A Practical Guide. Viva Books, 2010
Susan Bassnett-McGuire, 1997 Translating Literature. Boydell & Brewer, 1997

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11. ENG 428 TANSLATION OF JOURNALISTIC TEXTS No. of Credits (2) No. of Hours (2) Prerequisite Introduction to translation/ Theories of translation

This course aims at shedding light on topics such as the nature of journalistic translation, the desired quality of a news translator, culture specific and politically sensitive items.

References:

Fairclough, N., Language and Power. London: Longman,1989
Lee, D., Competing Discourses. London: Longman, 1992
Nord, C. Text Analysis in Translation. Amsterdam: Rodopi, 1991

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12. ENG 438 TRANSLATION OF POLITICAL AND DIPLOMATIC TEXTS No. of Credits (2) No. of Hours (2)
Prerequisite Introduction to translation/ Theories of translation

The objective of this course is to equip students with skill in translating political and diplomatic texts. The course covers an analytical survey of the political discourse emerging from the role and impact of international organization, e.g. The United Nations, to facilitate students performance in translation. The course also aims at translating a wide variety of diplomatic texts prepared in different cultures with differing course of action.

References:

Hoge, R. and Kress, G., Language as Ideology (2nd.edition). London Routledge, 1993

EIGHTH SEMESTER

COMPULSORY COURSES

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG424	Advanced Academic Writing (2)	4	4	Academic Writing (1)
ENG434	Project Writing	4	4	Language Teaching And Learning Resources

ELECTIVE COURSES

CODE	COURSE	NO. OF CREDITS	NO. OF HOURS	PREREQUISITE
ENG420	Micro Teaching Skills	2	2	Intro. To Applied
ENG441	20th Century Literature	2	2	Intro. To literature
ENG451	Literary Criticism	2	2	Poetry/ Fiction/ Drama
ENG461	Comparative literature	2	2	Intro. To literature
ENG443	Sociolinguistics	2	2	Intro To Lings
ENG448	Legal And Economic Translation	2	2	Intro To Translation
ENG485	Scientific Technical Translation	2	2	Into. To Translation

1. **ENG424 Advanced academic writing 2 No. Of Credits (4) No. Of Hours (4) prerequisite Advanced Academic Writing 1**
   This course is a classic reading /writing text that teaches academic essay and research writing. It contains stimulating cross-cultural readings that provide source materials for critical thinking and writing.

COURSE CONTENTS:

1. Writing from experience
2. Analyzing an argumentative Essay
3. Analyzing fiction
4. Writing from field research

5. Writing from library and Web Research
6. Citing, Incorporating and Documenting Sources
7. Drafting Exchanging Feedback and Revising.
8. Locating &Correcting Errors

References:

Spack, Ruth, Guidelines. Cambridge UP., 2008

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2. **ENG434 Project writing No. Of Credits (4) No. Of Hours (4)**
   Prerequisite Language Teaching and Learning Resources
   This course focuses an academic writing that can be a daunting prospect for new undergraduates and postgraduates alike, regardless whether they are home or overseas students. Also, it is aimed to build students' confidence in their own writing ability whilst at the same time respecting conventional ideas of what is and is not acceptable in the academic domain.

COURSE CONTENTS:

1. What is good academic writing?
2. How should I present my writing work?
3. How can I improve my written work?
4. Reading around a new work?
5. The need for coherence and how to achieve it
6. Structure and organization
7. Plagiarism, quoting and citing sources
8. The main sections of a typical research project
9. Writing style
10. Finding your own voice
11. Examiner expectations

References:

Murray, Neil. Hughes, Geraldine, Writing Up Your University Assignments and Research Projects. Open University Press; 1 edition (April 1, 2008)

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3. **ENG434 Micro teaching skills No. Of Credits (2) No. Of Hours (2)**
   Prerequisite Introduction to applied linguistic.
   This course highlight the importance of training and qualifying process of English Language Teachers. This course also involves suitable lesson plans which enable the teacher to fulfill his goals. This is in addition to managing time according to the

needed skill in each lesson and many other related issues to language competence and performance.

COURSE CONTENTS:

1. Need for teacher's Training in Education
2. Problems and solutions of Teaching practice
3. Micro Teaching
4. Lesson planning in Teaching
5. Innovative Practice in Teacher Training
6. Teaching Aide for Micro Teaching
7. Modern Classroom Teaching

References:

Singh, Y, k. Sharma, Aechnesh. Micro Teaching. Kul Bhushan Nangia APH. Publishing Corporation, 2004

The Internet

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4. ENG443 Sociolinguistics No. Of Credits (2) No. Of Hours (2)
Prerequisite Introduction to linguistics.

This course deals with the study of language and society. It presents the major theoretical approached in particular bilingual and multilingual contexts, and both spoken and signed languages. The study not only provides an up to date guide to the diverse areas of the study, but also a huge guideposts to where the field of sociolinguistics is headed.

COURSE CONTENTS:

1. The study of language and society
2. Disciplinary perspective
3. Methodolegies and approaches
4. Bilingualism and language contact
5. language policy, language ideology and language attitudes
6. sociolinguistics, the professions and the public interest

References:

Bayley, Robert. Cameron, Richard. Ceil, Lucas, The Oxford Handbook of Sociolinguistics. Oxford UP., 2013

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5. ENG441 Century literature No. Of Credits (2) No. Of Hours (2)
prerequisite Introduction To Literature

In this course students will be introduced to the most significant features of the literature of the twentieth century, which will include a discussion of literary movements such as modernism, symbolism etc. Texts representing different genres will be chosen from the work of writers such as Yeats, Eliot, Viginia Woolf, Joyce, Lawernce, shaw and Beckett.

References:

Jeffries, Lesley, The language of Twentieth-Century Poetry. London: Macmillan, 1993
Lodge, David, ed. Twentieth Century Literary Criticism: A Reader. London: Longman, 1972
Caputi, Anthony, Modern Drama. New York: W. W Norton & Company, 1966
Daiches, David, The Present Age After 1920. Introduction to English Literature. London, 1958
Allen, Walter, The Modern Novel in Britain and the United States. New York, 1963

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6. **ENG451 Literary criticism No. Of Credits (2) No. Of Hours (2)**
   Prerequisite Poetry/ Fiction/ Drama
   The course aims to enable the students to judge and appreciate literature. It will introduce the students to some of the key ideas and principles which have influenced the literary compositions and evaluation of literature throughout history. The range of texts will cover a wide verity of critical minds from the classical period to the modern time, namely Aristotle, Horse, Sidney, Dryden, Johnson, Wordsworth, Coleridge and T.S Eliot.

References:

Gilbert, Allan, Plato to Dryden. Wayne State U. P. Detroit, 1982
Wimsatt, W. K. and C. Brooks, Literary Criticism: A Short History, London: Routledge, 1965
Richards I A., Principles of Literary Criticism: 1967 London Routledge,. 1967
Lodge, David, ed., Modern Criticism and Theory: A Reader London: Longman, 1988

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7. **ENG461 Comparative literature No. Of Credits (2) No. Of Hours (2)**
   Prerequisite Introduction to Literature
   This course looks at the influence of the Romantic Movement on Modern Arabic poetry, as it attempts to attain contemporariness through countless experiments, with modern trends in Western poetry. Major works and poems by Romantic poets will be studies in details and how they were adopted and influenced the critical theories and works of many modern Arab poets.

References:

Yayyusi, Salma, ed., Modern Arbick Poetry. New York: Columbia U. P., 1978

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8. ENG448 Legal and economic translation No. Of Credits (2) No. Of Hours(2) prerequisite Introduction to Translation/ Theories of Translation

This course covers areas of legal and economic terminology and phraseology. Modes of legal and economic language and translation explained. Text types and typology, tools and resources for translation legal and economic texts are discussed. The students are encouraged to apply the knowledge gained in the course in translating some legal and economic texts.

References:

Sarcevic, Susan, New Approach To Legal Translation. The Hogue, London, Boston, Kluwer Law International, 1997

Venuti, Lawrence (ed.) The Translation Studies Reader. London and New York: Routledge, 2000

The tutor provides a selected a range of excerpts on different legal and economic topics to be translated in both English and Arabic language.

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9. ENG458 Scientific Technical Translation No. Of Credits (2) No OF Hours (2) Prerequisite Theories of Translation

This course covers a wide range of topics that deals with scientific and technical terminology and phraseology, modes of scientific and technical language and translation, text types and typology, tools and resources for translating scientific and technical texts, principles and practice of scientific and technical translation, problems and difficulties in scientific and technical translation. The practice of the translating some scientific and technical texts develops the student’s ability and skill.

References:

The tutor provides a selected range of excerpts on different scientific technical topics to be translated in both English and Arabic language.
